

Guidance for the Development of FY 2002 Perkins Programs

Establishing High Academic and Career-Technical Education Student Performance

**Based on the Requirements of the Perkins Act of 1998
(Perkins III)**

**Rhode Island Department of Elementary and Secondary Education
Office of Research, High School Reform and Adult Education**

April, 2001

PREFACE

*These guidelines represent the Rhode Island Department of Education's first attempt at consolidating the guidance for all Perkins funded **secondary, post-secondary and adult programs and targeted initiatives (juvenile- and adult-incarcerated and nontraditional programs)**. The information contained within this document provides context and reference for the preparation of all FY 2002 applications.*

*All applicants are strongly encouraged to carefully read each section prior to submitting materials, secondary, post-secondary and adult proposals must respond to Section I by revisiting their long-term plans (submitted previously) to ensure that each federal and state requirement is fully addressed. Plans must attend to **coordination, linkages and articulation agreements; assessments, standards and program outcomes; school-based/work-based learning initiatives; measures and levels of student performance as it relates to Rhode Island's core indicators; and high quality professional development**. Secondary, post-secondary and adult skills training programs must submit/resubmit long term plans providing narrative statement detailing all changes and clarifications as well as highlighting adjustments based on accomplishment(s), e.g., gains with regard to **assessment, curriculum or industry standards** leading to new goals; shifts in planned goals based on **lessons learned or professional development**; shifts in goals based on shifts in **strategic direction or school improvement plans**. Any/all new initiatives must be incorporated into long range plans in a clear, comprehensive manner.*

All applicants must adhere to the legislation and priorities outlined in Section II. As indicated, the programming of Perkins funds must relate specifically to each of the eight required federal mandated purposes, the state's priorities and the state approved directions presented in the secondary, post-secondary and adult skills training long-term plan.

All applicants must adhere to the FY 2002 grant application process and format as detailed in Section III A through F.

Important note: As plans and proposed programs are reviewed by RIDE staff, if the federal and state requirements are not fully addressed or there does not exist a genuine partnership with strong business as well as broadly representative community and family involvement, these submissions will be returned for revision.

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Introduction

Over the past several years the Department of Education has advocated for the reform of our state's high schools and career and technical education centers. The concern for moving on this important objective was stressed in Governor Lincoln Almond's State of the State Address (1999) directing that a task force be established to deliver recommendations to him on the restructuring of the state's career and technical education system. The Task Force delivered its report in a timely manner. This directive was further underscored during the High School Summit (2000) during which the Governor emphasized the need to improve all high schools to ensure that all students are provided instructional opportunities that are not only rigorous - aimed at high academic and vocational achievement, but also and equally important, relevant to real world applications. Governor Almond also formally accepted the Career and Technical Education Task Force Report.* Education administrators, classroom teachers and program personnel acknowledge that reform of this magnitude represents more than ever, a policy, planning and program implementation challenge. Efforts to meet this challenge are currently underway to varying degrees.

Not surprisingly, rigor, relevance and reform instructional strategies are also at the foundation of the Carl Perkins Vocational-Technical Education Act Amendments of 1998 (Perkins III) for all secondary, post-secondary, adult skills training and other targeted program initiatives.

With the passage of H.R. 1853, the Carl Perkins Vocational-Technical Education Act, Congress challenged states and local communities to focus not only on vocational and technical instruction, but equally and some might argue more importantly, to devote significant energies to high academic performance. Throughout Perkins III, significant emphasis is placed on integrating challenging academic standards with equally challenging vocational and technical skill proficiencies. The passage of Perkins III marked a new era for federal support to vocational education, one that is further evidenced by a significantly changed definition of vocational and technical education.

“VOCATIONAL AND TECHNICAL EDUCATION – The term “vocational and technical education means organized educational activities and –

“(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's or doctoral degree) in current or emerging employment sectors; and

B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and occupation-specific skills, of an individual.”

Section 2

Carl Perkins Vocational-Technical

Education Act Amendments of 1998

* For a copy of the Governor's Task Force Recommendations or the High School Summit report, please call 401-222-4600, ext. 2161.

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Congress placed substantial emphasis on state and local accountability as an integral part of preparing students for further education and future careers.

“(a) PURPOSE - The purpose of this section is to establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities

*Section 113
Accountability*

It cannot be emphasized enough that states now more than ever, are being held accountable for “students attaining challenging state established academic and vocational-technical skill proficiencies.” In addition, states are accountable for “achieving the state adjusted levels of performance,” therefore we must annually raise the bar for higher academic and vocational skill attainment by all students (see Appendix 1). This required focus cannot be overstated and becomes evident in a challenging, mandated accountability system.

Rhode Island’s career and technical education accountability system detailed on pages 26-37, establishes this year’s adjusted Core Indicators of Performance. This system requires timely annual reporting by all designated vocational-technical education programs located within the state’s career and technical education centers and high schools as well as in post-secondary programs, adult skills training and targeted program initiatives.

Written into legislation and strongly recommended through recent technical assistance and guidance provided to RIDE by the U.S. Office of Vocational and Adult Education, states may and should enhance the definition based on state practice and/or future plans. Rhode Island continues to endorse the federal definition of vocational and technical education and expands the definition to incorporate those state-approved, standards-driven programs offered within Rhode Island’s career and technical education centers, high schools, post-secondary programs, adult skills training and targeted program initiatives. Approvable secondary and post-secondary programs are further defined as those initiatives that have school-based and work-based components, are sequential over two or more years, have strong business as well as broadly representative community and family involvement, are career focused and are viewed as meeting the Perkins definition. Such initiatives may be organized as: career clusters, career academies, career pathways, entrepreneurship, school-based enterprises and any other academic and occupational instruction approaches that address the following legislated purpose.

“The purpose of the Act is to develop more fully the academic, vocational, and technical skills of secondary and post-secondary (including adult) students who elect to enroll in vocational and technical education programs, by

(1) building on the efforts of States and localities to develop challenging academic standards;

(2) promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and post-secondary education for participating vocational and technical education students;

(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and

(4) disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services and activities.”

Section 2

Carl Perkins Vocational-Technical

Education Act Amendments of 1998

The expenditure expectations contained in Perkins III are tied to the definition of vocational and technical education noted above. Funds may be used for planning, developing and/or implementing activities, programs and services that meet this definition. A majority of these programs should be considered as strategies for expanding vocational and technical opportunities and are viable offerings within career and technical education centers, high schools, post-secondary programs, adult skills training and targeted program initiatives. Special consideration may be given to seventh, eighth and ninth grade initiatives that meet the definition of the vocational-technical education Act: that are part of a systemic secondary school reform agenda and are located in a career and technical education region self-contained within a single school district.

All of the Perkins resources applied to the challenges of creating a career and technical education system and reforming Rhode Island's high schools must be used in a coordinated fashion, organized through defined strategies and discrete vocational education instructional activities that meet the intent of the Carl Perkins Vocational-Technical Education Act of 1998. It is the expectation of the Department of Education that open and productive communications will exist among career and technical education centers and high schools, post-secondary programs, adult skills training and targeted initiatives supported by strong business as well as broadly representative community and family involvement.

I. Long Term Plan - Secondary, Post-secondary and Adult Skills Training Programs

During 1999-2000, Perkins III mandated extensive long term planning at both the state and local level. Twenty-one procedural requirements were specified for state planning purposes to create a long term plan with annual revisions as an integral part of ongoing academic and vocational program improvement. The following ten requirements were placed on secondary, post-secondary and adult skills training programs:

“(a) LOCAL PLAN REQUIRED - Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time applicable to the State plan submitted under section 122.

(b) CONTENTS - The eligible agency shall determine requirement for local plans except that each local plan shall -

“(1) describe how the vocational and technical education programs required under section 135(b) will be carried out with funds received under this title;

(2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;

(3) describe how the eligible recipient will -

(A) improve the academic and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;

(B) provide students with strong experience in and understanding of all aspects of an industry; and

(C) ensure that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students;

(4) describe how parents, students teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation and evaluation of vocational and technical education programs assisted under this title, and how such individual and entities are effectively informed about, and assisted in understanding the requirements of this title;

(5) provide assurances that the eligible recipient will provide a vocational and technical education program that is of such size, scope and quality to bring about improvement in the quality of vocational and technical education programs;

(6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;

(7) describe how the eligible recipient -

(A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and

(B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.;

(8) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
(9) describe how funds will be used to promote preparation of nontraditional training and employment; and
(10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance and administrative personnel will be provided.”

Section 134
Local Plan for Vocational
and Technical Education Programs

Perkins III further establishes a specific limitation on the use of funds in respect to the federal School-to-Work Opportunities Act.

“All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 (20 U.S.C.6101 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.”

Section 6
Limitations

With the flexibility given to the state to add to these requirements those elements that are of state importance RIDE requires all planning to interface with district strategic and school improvement plans (as appropriate) as set forth in Rhode Island's Article 16-7.1-2.

Secondary, post-secondary and adult skills training programs must revisit their 2000-2004 long term plans to ensure that each federal and state requirement is fully addressed. Plans must attend to **coordination, linkages and articulation agreements; assessments, standards and program outcomes; school-based/work-based learning initiatives; measures and levels of student performance as it relates to Rhode Island's core indicators; and high quality professional development.** Secondary, post secondary and adult skills training programs must submit/resubmit long term plans providing narrative statement detailing all changes and clarifications as well as highlighting adjustments based on accomplishment(s), e.g., gains with regard to **assessment, curriculum or industry standards** leading to new goals; shifts in planned goals, based on **lessons learned or professional development**; shifts in goals, based on shifts in **strategic direction or school improvement plans.** Any/all new initiatives must be incorporated into long term plans in a clear, comprehensive manner.

As plans and proposed programs are reviewed by Department staff, if the federal and state requirements are not fully addressed or there does not exist a genuine partnership with strong business as well as broadly representative community and family involvement, these submissions will be returned for revision.

II. FY 2002 Perkins III Program Proposals for Secondary, Post-secondary, Adult Skills Training and Targeted Initiatives

Special note 1: Perkins funds are seed capital to initiate instructional improvements within Rhode Island's career and vocational education system. Proven practices, supported by evaluative data, should be institutionalized and supported by non-federal funds.

Special note 2: The Perkins Act creates an accountability and audit trail directly to the Department of Education. To prevent audit exceptions, the three year funding limitation is defined as: all program improvement efforts that remain the same have a three-year eligibility for funding. Expansion components to the above noted programs are also fundable for three years. Program activities that are changing and evolving, such as professional development, curriculum development, reform/leadership activities, program planning and design, etc. can be extended beyond three years as long as the content and focus changes as progress is being made.

The programming of Perkins funds must relate specifically to each of the eight required federal mandated purposes, the state's priorities and the state approved directions presented in the secondary, post-secondary and adult skills training long term plan, as appropriate. The format, the Programmatic Initiatives Chart, for presenting this information is provided on page 13.

On an annual basis for all Perkins III initiatives, each of the federal mandated purposes must be given significant attention, however all eight may not be able to be addressed given limited resources, need for further planning or specific conditions preventing implementation. It is required that number 1, 4, 5, 6, and 7 be fully addressed annually, while number 2, 3 and 8 must be addressed over time and within the state approved long term plan cycle.

(a) GENERAL AUTHORITY - Each eligible recipient that receives funds under this part shall use such funds to improve vocational and technical education programs.

(b) REQUIREMENTS FOR USES OF FUNDS - Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that –

(1) strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects;

(2) provide students with strong experience in and understanding of all aspects of an industry;

(3) develop, improve, or expand the use of technology in vocational and technical education, which may include

(A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;

(B) providing vocational and technical education student with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or

(C) encourage schools to work with high technology industries to offer voluntary internships and mentoring programs;

(4) provide professional development to teachers, counselors, and administrators, including -

(A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;

(B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct deliver of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;

(C) internship programs that provide business experience to teachers; and

(D) programs designed to train teachers specifically in the use and application of technology;

(5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(6) initiate, improve, expand, and modernize quality vocational and technical education programs;

(7) provide services and activities that are of sufficient size, scope and quality to be effective; and

(8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech-prep programs.

Section 135

Local uses of Funds

Eight Mandated Purposes

Funds may be programmed in one or more of the fifteen permissive categories only after the mandated functions have been fully addressed. The fifteen permissive uses are.

(c) PERMISSIVE - Funds made available to an eligible recipient under this title may be used -

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;*
- (2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;*
- (3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;*
- (4) to provide programs for special populations;*
- (5) for local education and business partnerships;*
- (6) to assist vocational and technical student organizations;*
- (7) for mentoring and support services;*
- (8) for leasing, purchasing, upgrading or adapting equipment, including instructional aides;*
- (9) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individual with experience in business and industry;*
- (10) for improving or developing new vocational and technical education courses;*
- (11) to provide support for family and consumer sciences programs;*
- (12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;*
- (13) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;*
- (14) to support nontraditional training and employment activities; and*
- (15) to support other vocational and technical education activities that are consistent with the purpose of this Act.*

Section 135

Local Uses of Funds

Fifteen Permissive Uses

As noted on page 3, the purpose statement of Perkins III creates significant latitude for states to incorporate state leadership agenda for “developing challenging academic standards” and by “increasing state and local flexibility in providing services and activities designed to develop, implement and improve vocational and technical education.” Furthermore contained in the twenty-one state requirements are a wide variety of state-defined strategies to improve the delivery of vocational and technical education. Thus for FY 2002, all plans submitted for funding must address the following state priorities in concert with the federal requirements.

Rhode Island's priorities for Perkins III funds include:

(1) the design, development and implementation must fully integrate career and technical education strategies that:

(a) are systemic;

(b) incorporate high academic standards that are integrated with challenging vocational education instruction; and

(c) provide students with high quality work-based learning experiences closely coordinated and sequenced with school-based academic/career related instruction (as appropriate).

(2) collaborative standards-based curriculum development and instruction;

(3) collaborative professional development focused on integrated academic and vocational instruction;

(4) secondary school-based instructional reform facilitation

(5) the incorporation (as appropriate) of:

(a) focused educational programs on preparing students for employment in industries with specific standards and certification requirements;

(b) programs that address and respond to Rhode Island's industry clusters and major growth sectors;

(c) a seamless integration of generic workplace skills, high academic standards and industry-specific standards;

(d) open access so that students throughout the state can attend a state-approved program or program component of their choice, for which they are qualified and for which space is available. Such access shall be to the closest program to the student's home community.

(e) entrance and exit criteria based on standards and a structure and process for assessing them.

(f) collaborative efforts to assure that all students, families, schools and the community at-large have comprehensive program information regarding program requirements and entrance criteria.

(g) the option for a shared diploma providing students with a diploma from their home community and a special certificate/endorsement issued by a career and technical education center.

(h) collaboration and articulation between secondary and post-secondary educational systems where exit criteria require additional preparation beyond what is provided by the secondary system and/or to provide advanced learning opportunities for graduates.

(i) business and industry representation in the design, implementation and evaluation of programs and curricula

(j) high engagement activities for families and community members.

(6) Data collection and reporting as pertains to the core indicators and measures of the Perkins Accountability System (see Appendix 1)

Special note 3: *A minimum of fifty percent of any secondary or post-secondary FY 2002 allocation may be used for new initiatives. A maximum of fifty percent of any secondary or post-secondary allocation may be used to support continuation efforts. Both new and continuation initiatives must adhere to the federal mandated and permissive uses of funds and state priorities.*

Special note 4: *A minimum of twenty percent of the fifty percent targeted for new programs must be devoted to the two critical areas of curriculum development and professional development.*

Special note 5: *The Department of Education has established a mechanism for high school reform and capacity building through the hire of school-based coordinators whose work will concentrate on: 1) strengthening academic performance of students and improving student vocational/technical skills by working with school professional staff, and 2) provide students and professional staff with experience in and understanding of Rhode Island's industries through collaboration with business and industry partnerships and career clusters. As such each career and technical education region is required to hire at a minimum, one full-time staff person to actively work with career and technical education centers and the high schools within the region on this important task (see Appendix 2). Although the school-based coordinators are hired outside of the Department, statewide coordination will be based in the Department of Education to create networks among the school- and work-based staff. All school-based coordinators are required to attend at least one coordination meeting per month and to submit annual written reports of their activities related specifically to the above tasks.*

III. FY 2002 Grant Application Process

Special note 6: *For state review, applications must adhere to the following format.*

A. Planning Team

For secondary plans, the Team must be minimally composed of the area center and all high school principals in the region, the school-based coordinator(s), program managers, strong business as well as broadly representative community and family membership and members who are knowledgeable about special populations, assessment, curriculum and professional development.

The Team must be responsible for adhering to the requirements in sections 134 and 135 as well as for the incorporation of the state priorities. The Team must address section 134(b)(4) by either enlarging the Team, conducting focus group meetings, or other inclusive strategies. All plans must include a list of the Planning Team members, their affiliation, the dates the team met and who was in attendance at each meeting. As plans and proposed programs are reviewed by Department staff, if the federal and state requirements are not fully addressed or there does not exist a genuine

partnership with strong business as well as broadly representative community and family involvement, these submissions will be returned for revision.

B. Programmatic Initiatives

Perkins III moves the country, states and local programs into a new era for vocational education. Accountability for high levels of academic and vocational student performance, program improvement to more fully develop career and technical education to deliver expanded opportunities combined with program accountability and evaluation to monitor effectiveness, are key to meeting the Act's purpose.

For each FY 2002 program supported with Perkins III funds provide the following headings and information:

1. Title
2. Abstract - a descriptive abstract detailing what the program is and how the program addresses the state priorities and how the program addresses federal priorities. Careful attention must be paid to section 135.
3. Relationship to the Long Term plan - secondary and post-secondary initiatives must describe in detail how the proposed program serves to advance directions presented in the long term plan.
4. Governor's Taskforce Recommendations and High School Summit Report - describe how the proposed program addresses the recommendations and strategic direction of these reports.
5. Objectives - a clearly presented set of comprehensive objectives that will serve as the focal point of a program evaluation.
6. Measures and Levels of Performance for Core Indicators - describe, in detail, how the adjusted levels of performance as relates to the core indicators will be addressed and provide evidence of efforts to improve the alignment scope, reliability, timing, and coverage of performance assessments. Identify state academic standards, industry standards, and applied learning standards which encompass workplace readiness and SCANS competencies for each program. Specify program completion measures aligned with program defined and approved content standards and performance benchmarks. Indicate assessment instruments to be used.
7. Evaluation - a clearly presented strategy of how the program and program objectives will be objectively evaluated in response to federal and state priorities as well as to section 135 which states:

"(5) develop and implement evaluations of vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met."

Section 135(b)(5)
Local Uses of Funds
Eight Mandated Purposes

8. Budget - include the total amount of Perkins III resources devoted to the proposed program with a notation on the amount of resources set aside to evaluate program effectiveness, for data collection, and reporting the measures and levels of performance related to the core indicators.

C. Programmatic Initiatives Summary Chart

The chart on page 13 must be completed as a summary of all submitted FY 2002 program proposals. Be sure to refer to Term and Definitions (see Appendix 3) when completing this chart.

D. Review and Approval and Debarment

All appropriate review, approval and debarment forms, and signatures must be submitted with completed FY 2002 proposals.

E. Technical Assistance

The Department of Education is prepared to provide technical assistance to Planning Teams throughout the program proposal development process. For assistance, please contact any of the following staff of the Office of Research, High School Reform and Adult Education.

| | |
|----------------|--------------------|
| Vanessa Cooley | 222-4600 ext. 2007 |
| Edward Handy | 222-4600 ext. 2164 |
| Nancy Warren | 222-4600 ext. 2163 |

F. Due Date

One original and four copies are due on or before June 4, 2002. Proposals received after June 4, 2002 will not be awarded prior to September 2002. All materials should be mailed or delivered to Ms. Anna DiSerio, Rhode Island Department of Education, 255 Westminster Street - Fifth Floor, Providence, Rhode Island 02903 (222-4600, extension 2168).

FY 2002 PROGRAMMATIC INITIATIVES SUMMARY CHART

[illegible]

REGIONAL ALLOCATION OVERALL BUDGET SUMMARY FY 2002

LOCATION: _____

SCHOOL YEAR 2001-2002

BUDGET INFORMATION

| PROGRAM NAME | CODES* | SALARIES 100 | FRINGES 200 | PURCHASED SERVICES 300 | SUPPLIES & MATERIALS 400 | OTHER 600 | INDIRECT 690 _____% | CAPITAL OUTLAY 500 | TOTAL |
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| TOTALS | | | | | | | | | |

***PROGRAM CODES**

A. ACADEMIC INTEGRATION
 B. ALL ASPECTS (FOR COMPREHENSIVE
 STUDENT UNDERSTANDING OF AN
 INDUSTRY)
 C. USE OF TECHNOLOGY

D. PROFESSIONAL DEVELOPMENT
 E. EVALUATION(S)
 F. MODERNIZING & EXPANSION
 G. SERVICES & ACTIVITIES (OF
 SUFFICIENT SIZE, SCOPE, &
 QUALITY TO BE EFFECTIVE)

H. SECONDARY-POST SECONDARY
 LINKS
 I. VOCATIONAL STUDENT
 ORGANIZATIONS
 J. GUIDANCE AND COUNSELING

K. TEACHER PREPARATION PROGRAMS
 L. NON-TRADITIONAL TRAINING &
 EMPLOYMENT
 M. OTHER

***See terms and definitions.**

PLEASE INDICATE THE TOTAL AMOUNT OF FEDERAL FUNDS SUPPORTING ADMINISTRATIVE PURPOSES (E.G., SUPERVISION, CLERICAL, AND INDIRECT COSTS) NOT TO EXCEED 5% OF THE TOTAL GRANT_____.

INDIVIDUAL PROGRAM BUDGET SUMMARY FY 2002

LOCATION: _____

PROGRAM TITLE: _____

SCHOOL YEAR 2001-2002

BUDGET INFORMATION

| CODES* | SALARIES 100 | FRINGES 200 | PURCHASED SERVICES 300 | SUPPLIES & MATERIALS 400 | OTHER 600 | INDIRECT 690 _____ % | CAPITAL OUTLAY 500 | TOTAL |
|--------|-----------------|----------------|------------------------------|--------------------------------|--------------|----------------------------|--------------------------|-------|
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| TOTALS | | | | | | | | |

***PROGRAM CODES**

A. ACADEMIC INTEGRATION
 B. ALL ASPECTS (FOR COMPREHENSIVE
 STUDENT UNDERSTANDING OF AN
 INDUSTRY)
 C. USE OF TECHNOLOGY

D. PROFESSIONAL DEVELOPMENT
 E. EVALUATION(S)
 F. MODERNIZING & EXPANSION
 G. SERVICES & ACTIVITIES (OF
 SUFFICIENT SIZE, SCOPE, &
 QUALITY TO BE EFFECTIVE)

H. SECONDARY-POST SECONDARY
 LINKS
 I. VOCATIONAL STUDENT
 ORGANIZATIONS
 J. GUIDANCE AND COUNSELING

K. TEACHER PREPARATION PROGRAMS
 L. NON-TRADITIONAL TRAINING &
 EMPLOYMENT
 M. OTHER

*See terms and definitions.

SALARY AND FRINGE BENEFIT DETAIL
Series 100 and 200

Location: _____
 Program Title: _____
 Funding Source: Vocational Education

Fiscal Year: 2002

| SALARIES (SERIES 100) | | | | | | | | | FRINGE BENEFIT COSTS (SERIES 200)** | | | | | | |
|-------------------------|----------|---|--------------|--|---|--|----------------|-----------------------|---|--|------|----------------|--|----------------------------------|-----------------------|
| EXP END · CODE | POSITION | # | *F T E | H O U R L Y RATE | D A I L Y HOURS D W E E K L Y | # O F W E E K S | FROM TO | TOTAL SALARY COSTS | S B U R N E V E I V O T S | R E T I R E M E N T | FICA | HEALTH | L I N S U R A N C E | O T H E R *** | TOTAL FRINGE COSTS |
| | | | | | | | 20 20 | | 210 | 210/230 | 240 | 250 260/270 | 280 | | |
| | | | | | | | | | | | | | | | |
| SERIES 100 TOTAL | | | | | | | | | SERIES 200 TOTAL | | | | | | |

EXP. CODE
INSTRUCTIONS:

Enter account expenditure code as indicated from the attached listing.

* Weekly work reports for full-time employees and time and effort records for less than full-time employees must be maintained.

** The amount of time for a less than full-time activity divided by the amount of time normally required in a corresponding full-time activity. Express decimal fraction to nearest 10th.

*** Fringe benefit costs for less than full-time employees must be pro-rated in accordance with salary funding sources.

*** Describe in detail all costs identified in "OTHER" category.

BUDGET DETAIL

**SERIES 300, 400, and 600
(including indirect costs)**

Location: _____
Program Title: _____
Funding Source: Vocational Education

Fiscal Year: 2002

| EXPENDITURE CODE* | ITEM | FEDERAL CASH | SUPPORTING DETAIL** |
|----------------------|------|-----------------|---------------------|
| | | | |

INSTRUCTIONS: * Enter Expenditure Code as indicated in attached listing. All items budgeted must be totaled by each series, e.g., 300, 400, 600.
 ** Each item must be referenced to an objective of the proposed project.

**BUDGET DETAIL
SERIES 500 - CAPITAL OUTLAY**

Location: _____
Program Title: _____
Funding Source: Vocational Education

Fiscal Year: 2002

| EXPENDITURE CODE | DESCRIPTION OF ITEM | UNIT PRICE | QUANTITY | FEDERAL CASH | JUSTIFICATION |
|---------------------|---------------------|---------------|----------|-----------------|---------------|
| | | | | | |

INSTRUCTIONS:*Each item in the #500 Series must be fully justified as being essential to the effective implementation of the program. Show that each item of equipment has been selected and designated for a specific purpose(s) in connection with the proposed activity.

VOCATIONAL AND TECHNICAL EDUCATION PROGRAM ASSURANCES

Review and Approval - Area Career and Technical Centers

We have reviewed, commented on and approved the attached Perkins III Regional Plan and corresponding program initiatives and assure that:

1. all programs, services and activities covered by this Plan will be operated in accordance with state and federal laws, regulations and policies for vocational education;
2. federal funds made available will be used to supplement, and to the extent practical, increase the amount of other funds that would, in the absence of such federal and/or state funds, be made available. In no case will federal funds supplant local funds;
3. individuals who are members of special populations (minorities, limited-English proficient, physically challenged, special needs students with IEPs, nontraditional students, single parents, displaced homemakers, etc.) will be provided with equal access to recruitment, enrollment and placement activities;
4. all requests for data on the progress of vocational education students/participants including special populations, will be complete, accurate and reliable and be provided in a timely manner to the Department of Elementary and Secondary Education;
5. the vocational education programs supported with Perkins funds will be of such size, scope and quality to bring about improvement in the quality of vocational and technical education programs;
6. no individual shall, on the basis of race, color, sex, disability, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this program;
7. federal and/or state funds will not be commingled with local funds so as to lose their identity;
8. all funds will be used as stipulated in the Perkins III Plan; and all requests for budget variances will be submitted to the Department in accordance with the Department's fiscal requirements;
9. all appropriate reports required by the Department of Elementary and Secondary Education will be submitted when due;
10. none of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization; and
11. proper fiscal controls and fund accounting procedures will be employed to assure the proper disbursement of, and accounting for, federal funds.

President of the Community College
(Postsecondary and Adult Skills Programs)

(Signature)

(Date)

**Area Career and Technical Center and Adult Skills Center Superintendent
(Secondary and Adult Skills Programs)**

(Signature)

(Date)

**Chair of the _____
Area Career and Technical Center School Committee
(Secondary Programs)**

(Signature)

(Date)

**Chair of the _____
Area Career and Technical Center Coordinating Committee
(Secondary Programs)**

(Signature)

(Date)

**Chair of the _____
Regional Planning Team
(Secondary Programs)**

(Signature)

(Date)

**Adult Skills Training Director
(Adult Programs)**

(Signature)

(Date)

**Superintendent of School or Agency Director
(Incarcerated)**

(Signature)

(Date)

REGION'S SUPERINTENDENTS REVIEW AND COMMENTS
(Secondary Programs)

The FY 2002 Perkins programmatic initiatives and budgets must be reviewed and commented on by each of the region's superintendents. This assures that Perkins resources are impacting district level strategic plans as well as high school and area center school improvement plans. This form is to be completed and signed by each superintendent and included in the Plan.

I have reviewed the FY 2002 Perkins Proposal.

☐

I support the Plan and programs

☐

I have no comments

☐

I have the following comments:

Signature

Date

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

OFFICE OF RESEARCH, HIGH SCHOOL REFORM AND ADULT EDUCATION

COORDINATION WITH THE WORKFORCE INVESTMENT PARTNERSHIPS

REVIEW AND COMMENT

(ADULT SKILLS TRAINING PROGRAMS ONLY)

The School District/Community College of Rhode Island has submitted the attached Perkins Plan for FY 2001 – 2002 funding. Contained in both the Perkins Act and the Workforce Investment Act is the need to coordinate programs and avoid duplication of effort. Please review and sign regarding the proposed programs within the context of coordination and duplication of effort.

I have reviewed the attached Perkins Plan and have the following comments:

Name of Reviewer (Please Print): _____

Signature of Review: _____

Date: _____

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants would also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82. "New Restrictions on Lobbying" and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

| | |
|--|---|
| <p>1. LOBBYING</p> <p>As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR part 82 Sections 82.105 and 82.110, the applicant certifies that:</p> <ul style="list-style-type: none"> (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the making of any Federal grant the entering into of any cooperative agreement and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL "Disclosure Form to Report Lobbying," in accordance with its instructions; (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly. | <p>3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR, Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610 –</p> <p>A. The applicant certifies that it will or will continue to provide a drug-free workplace by:</p> <ul style="list-style-type: none"> (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition; (b) Establishing an on-going drug-free awareness program to inform employees about— <ul style="list-style-type: none"> (1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, and employee assistance programs; and (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace. (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a); (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will— <ul style="list-style-type: none"> (1) Abide by the terms of the statement; and (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction; (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office, Building No. 3) Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant; (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted— <ul style="list-style-type: none"> (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or |
| <p>2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS</p> <p>As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—</p> <p>A. The applicant certifies that it and its principals:</p> <ul style="list-style-type: none"> (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, robbery, falsification or destruction of records, making false statements, or receiving stolen property; (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and | |

| | |
|--|--|
| <p>B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant.</p> <p>Place of Performance (Street address, city, county, state, zip code)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> | <p>2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health law enforcement, or other appropriate agency;</p> <p>DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR part 85, Subpart F, for Grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610 –</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional office Building No. 3), Washington DC 20202-4248. Notice shall include the identification number(s) of each affected grant.</p> |
|--|--|

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

| | |
|---|-------------------------------------|
| NAME OF APPLICANT | PR/AWARD NUMBER AND/OR PROJECT NAME |
| PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| SIGNATURE | DATE |

State of Rhode Island

Figure 1: Measurement Definitions and Baseline and Performance Levels

Directions: Column 2 - Describes both your numerator and denominator for each measure. (Example: 2S1: Numerator: Number of vocational concentrator who graduated in the reporting year. Denominator: Number of vocational concentrators who left secondary education in the reporting year.) Columns 3-6 – Insert verified or updated information that was included in the grant award document.

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|--|---|--|--|---|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 1S1 | <p>Numerator: Number of 10th grade concentrators who met or exceeded the standard</p> <p>Denominator: Number of tenth grade concentrators who took the test</p> | <p>The Rhode Island Board of Regents has adopted the New Standards Reference Examinations (NSRE), developed by a consortia of states, in an effort coordinated by the National Center for Education and the Economy (NCEE). Five achievement levels have been adopted for each of its (three) mathematics subscales: Skills, Concepts, and Problem-Solving; and each of its (four) English Language Arts subscales: Reading: Basic Understanding, Reading: Analysis and Interpretation, Writing: Effectiveness, and Writing: Conventions. RI Writing, developed in-state, has been adopted as part of the state's academic assessment system as well as the NSRE.</p> | | <p>NSRE Math Concepts: $\frac{93}{1057} = 8.80\%$</p> <p>NSRE Math Skills: $\frac{352}{1057} = 33.30\%$</p> <p>NSRE Math Problem Solving: $\frac{63}{1057} = 6.00\%$</p> <p>NSRE ELA Reading: Basic Understanding: $\frac{241}{1281} = 18.80\%$</p> <p>NSRE ELA Reading: Analysis and Interpretation: $\frac{94}{1281} = 7.30\%$</p> | <p>9.80 %</p> <p>34.80 %</p> <p>7.00 %</p> <p>19.80 %</p> <p>8.30 %</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|--|---|--|--|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| | | <p>The achievement levels are:</p> <ul style="list-style-type: none"> ▪ Achieved the Standard with Honors ▪ Achieved the Standard ▪ Nearly Achieved the Standard ▪ Below the Standard ▪ Little Evidence of Achievement | | <p>NSRE ELA Writing: Effectiveness: $\frac{87}{1281} = 6.80\%$</p> <p>NSRE ELA Writing: Conventions: $\frac{693}{1281} = 54.10\%$</p> <p>RI Writing: $\frac{226}{1056} = 21.40\%$</p> <p>Overall attainment: 19.56%</p> | <p>7.80%</p> <p>55.10 %</p> <p>22.40 %</p> <p>20.56%</p> |
| 1S2 | <p>Numerator: Number of grade 12 concentrators who completed career and technical education programs</p> <p>Denominator: Number of grade 12 concentrators who were enrolled in the reporting year.</p> | <p>Program completion is determined by reports from area career and technical centers, and specific requirements vary across the state. We intend to administer an assessment for workplace readiness / applied learning during school year 2000-2001, pending adequate funding. The results of this assessment would be included in the technical skill attainment report.</p> | <p>Rhode Island will report the number of 12th grade concentrators who completed career and technical program requirements in SY 1998-1999.</p> | <p>$\frac{786}{1035} = 75.94\%$</p> | <p>76.94 %</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|---|--|----------------------------------|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 2S1 | <p>Numerator: Number of 12th grade concentrators who have attained a high school diploma or its equivalent in the reporting year.</p> <p>Denominator: Number of 12th grade concentrators who were enrolled in the reporting year.</p> | Career and Technical Centers will report the number of 12 th grade concentrators who received a diploma in school year 1998-1999. In 2000-2001, all high schools will report the number of concentrators who received a diploma. Reporting the number of concentrators receiving a high school equivalency will be investigated. | State administered survey. SY 1998-1999 data was used to establish baseline. | $\frac{949}{999} = 94.99\%$ | 94.99 % |
| 3S1 | <p>Numerator: Number of completers who, in the reporting year, were placed in post-secondary education or advanced training, employment, and/or military service within 6 months.</p> <p>Denominator: Number of completers who were enrolled in the reporting year.</p> | Career and Technical Centers will report the number of 12 th grade completers from 1997-1998 who were placed in employment and/or further education. In school year 2000-2001, schools will report the number of completers who were placed in post-secondary education or advanced training, employment, and/or military service within 6 months. | State administered survey. SY 1997-1998 data was used to establish baseline. | $\frac{807}{949} = 85.04\%$ | 86.04 % |
| 3S2 | <p>Numerator: NOT REQUIRED</p> <p>Denominator:</p> | NOT REQUIRED | NOT REQUIRED | NOT REQUIRED | NOT REQUIRED |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|---|--|--|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 4S1 | <p>Numerator: Number of career and technical education students in underrepresented gender groups who were enrolled in each of the nontraditional secondary programs in the reporting year.</p> <p>Denominator: Number of career and technical education students who were enrolled in each of the nontraditional secondary programs in the reporting year.</p> | <p>The state collects enrollment data for nontraditional program participation. The area career and technical centers have identified nontraditional programs. The state will identify programs determined to be nontraditional based on occupational data from the 1998 Household Data Census. Nontraditional programs will be those occupational areas in which underrepresented gender groups comprise less than 25% of employment. Schools will keep individual records of student enrollment for each program, and will report enrollment by gender to the state for the reporting year. The state will designate the nontraditional program and identify the nontraditional enrollment. This practice will commence in school year 2000-2001.</p> | <p>Compare number of students in underrepresented gender groups enrolled in nontraditional secondary programs in the reporting year to number of students who enrolled in nontraditional secondary programs in the reporting year.</p> <p>Baseline was determined by averaging figures from school years: 1997-1999.</p> | <p>$\frac{263}{425} = 61.88\%$</p> <p>$\frac{88}{803} = 10.95\%$</p> <p>$\frac{61.88 + 10.95}{2} = 36.41\%$</p> | 37.41% |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|--|---|--|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 4S2 | <p>Numerator: Number of career and technical education students in underrepresented gender groups who completed each of the nontraditional secondary programs in the reporting year.</p> <p>Denominator: Number of career and technical education students who completed each of the nontraditional secondary programs in the reporting year.</p> | <p>Rhode Island does not have a student identification system; therefore, it is not able to access this data. In order to approximate this data, as realistically as possible, the state used the 1997-1998 graduation rate of 82% and the graduation rate of 83% for 1998-1999 to determine the number of nontraditional completers. The numbers of underrepresented gender students and the nontraditional completers were multiplied by graduation rates: .82 for school year 1997-1998, and .83 for school year 1998-1999.</p> <p>In school year 2000-2001, schools will be asked to submit enrollment lists for students in nontraditional programs with either an identification number and gender or student name, gender, date of birth, and any other necessary identifying information in order to provide actual data for this indicator.</p> | <p>Compare number of students in underrepresented gender groups who completed a nontraditional secondary program in the reporting year to number of students who completed nontraditional secondary programs in the reporting year.</p> <p>Baseline was determined by averaging figures from school years: 1997-1999.</p> | $\frac{216}{349} = 61.89 \%$ $\frac{73}{88} = 82.95 \%$ $\frac{61.89 + 82.95}{2} = 72.42 \%$ | 73.42 % |

State of Rhode Island

Figure 1: Measurement Definitions and Baseline and Performance Levels, Cont.

Directions: Column 2 - Describes both your numerator and denominator for each measure. (Example: 2S1: Numerator: Number of vocational concentrator who graduated in the reporting year. Denominator: Number of vocational concentrators who left secondary education in the reporting year.) Columns 3-6 – Insert verified or updated information that was included in the grant award document.

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|--|---|--|----------------------------------|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 1P1 | <p>Numerator: Number of post-secondary CCRI career and technical education concentrators who have completed the program in the reporting year.</p> <p>Denominator: Number of full time and part time post-secondary career and technical education concentrators who have been enrolled at CCRI in the reporting year.</p> | <p>Recipient of post-secondary funds in Rhode Island (only one eligible agency with several campuses) determined that academic skills were integrated into course requirements and there is no mechanism for isolating academic attainment. For this reason, agreement was made to use course completion as the measure of academic attainment.</p> | <p>CCRI enrolls full time and part time students in all of its programs. Some students may take 6 years to complete their programs. All students who are matriculated are included on the denominator. The denominator represents a span of six years. Students who have completed their programs in the reporting year are reported in the numerator. The figures reported are for school year 1998-1999.</p> | $\frac{918}{6920} = 13.27\%$ | <p>14.27 %</p> |
| 1P2 | <p>Numerator: Number of post-secondary CCRI career and technical education concentrators who have completed the program in the reporting year.</p> <p>Denominator: Number of full time and part time post-secondary career and technical education concentrators who have been enrolled at CCRI in the reporting year.</p> | <p>CCRI, recipient of post-secondary funds determined that technical skills were integrated into course requirements and there is no mechanism for isolating technical skill attainment. For this reason, agreement was made to use course completion as the measure of technical skill attainment.</p> | <p>All students who are matriculated are included in the denominator. Students who have completed their programs in the reporting year are reported in the numerator. The figures reported are for school year 1998-1999.</p> | $\frac{918}{6920} = 13.27\%$ | <p>14. 27 %</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|--|--|----------------------------------|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 2P1 | <p>Numerator: Number of post-secondary CCRI career and technical education concentrators who were enrolled in and have completed associates degree or certificate program requirements in the reporting year.</p> <p>Denominator: Number of post-secondary CCRI career and technical education concentrators who were enrolled in and have left post-secondary education in the reporting year.</p> | The goal for post-secondary recipients is for students to earn an associate's degree or certificate for the program in which they are matriculated. Course completion is dependent upon meeting academic and technical skill requirements integrated into courses offered at CCRI. At the end of each reporting year, recipients will report total number of students in programs and graduates in each program. Individual student's records will be kept on the local level with aggregate data reported to the state. | <p>Compare all students who earned a degree or certificate in the reporting year to all students who are enrolled in programs in the reporting year.</p> <p>Data is for school year 1998-1999.</p> | $\frac{918}{6920} = 13.27\%$ | 14.27 % |
| 3P1 | <p>Numerator: Number of post-secondary CCRI career and technical education completers who, in the reporting year, were placed in advanced training, employment, and / or military service within six months of program completion.</p> <p>Denominator: Number of post-secondary CCRI career and technical education graduates in the reporting year.</p> | The post-secondary recipient will identify those students who have graduated from programs. A post-graduation survey will be conducted in order to determine the number of graduates who are employed, enrolled in further education, or in military service. | <p>Compare the number of graduates to the number of students placed in employment, further education and / or the military.</p> <p>The data reported is for school year 1998-1999.</p> | $\frac{940}{1169} = 80.41\%$ | 81.41% |
| 3P2 | <p>Numerator: WAIVED RY 2000</p> <p>Denominator:</p> | WAIVED RY 2000 | WAIVED RY 2000 | WAIVED RY 2000 | WAIVED RY 2000 |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|--|--|----------------------------------|--|
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 4P1 | <p>Numerator: Number of students in underrepresented gender groups who were enrolled in each of the nontraditional post-secondary programs at CCRI in the reporting year.</p> <p>Denominator: Number of students who were enrolled in each of the nontraditional post-secondary programs at CCRI in the reporting year.</p> | <p>The state will identify programs determined to be nontraditional based on occupational data from the 1998 Household Data Census cross-walked with courses and programs offered at CCRI.</p> <p>Nontraditional programs will be those occupational areas in which underrepresented groups comprise less than 25% of employment. Schools will keep individual records of student enrollment for each program, and will report enrollment by gender to the state for the reporting year. The state will designate the nontraditional program and identify the nontraditional enrollment. This practice will commence in school year 2000-2001.</p> | <p>Compare the number of students in underrepresented groups who participated in a nontraditional program in the reporting year to the number of students who participated in a nontraditional program in the reporting year.</p> <p>Data reported is for school year 1998-1999.</p> | $\frac{368}{1235} = 29.80\%$ | 30.30 % |
| 4P2 | <p>Numerator: Number of students in underrepresented gender groups who completed each of the nontraditional post-secondary programs at CCRI in the reporting year.</p> <p>Denominator: Number of students who completed each of the nontraditional post-secondary programs at CCRI in the reporting year.</p> | <p>Schools will keep individual records of student completion for each program, and will report program completion by gender to the state for the reporting year. The state will designate the nontraditional program and identify the nontraditional enrollment. This practice will commence in school year 2000-2001.</p> | <p>Compare the number of students in underrepresented groups who completed nontraditional programs in the reporting year to the number of students who completed nontraditional programs in the reporting year.</p> <p>Data reported is for school year 1998-1999.</p> | $\frac{33}{143} = 23.08\%$ | 23.58 % |

State of Rhode Island

Figure 1: Measurement Definitions and Baseline and Performance Levels, Cont.

Directions: Column 2 - Describes both your numerator and denominator for each measure. (Example: 2S1: Numerator: Number of vocational concentrator who graduated in the reporting year. Denominator: Number of vocational concentrators who left secondary education in the reporting year.) Columns 3-6 – Insert verified or updated information that was included in the grant award document.

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|--|---|----------------------------------|--|
| Core Indicator | <u>Measurement Definition</u> | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 1A1 | <p>Numerator: Number of adult vocational training concentrators who have completed a VTA program in the reporting year.</p> <p>Denominator: Number of adult vocational training concentrators who have been enrolled in VTA programs in the reporting year.</p> | Rhode Island's adult vocational training programs are made up of a series of singular courses developed to provide students with opportunities to become employed in those areas which the state has determined to be priority areas. There is no mechanism for isolating academic attainment. For this reason, agreement was made to use course completion as a measure of academic attainment. | <p>The number of students who have completed VTA programs in the reporting year will be compared to the number of students who were enrolled in VTA programs in the reporting year.</p> <p>The figures reported are for school year 1998-1999.</p> | $\frac{1074}{1909} = 54.84\%$ | 55.84 % |
| 1A2 | Numerator: Number adult vocational training concentrators who have completed a VTA program and have achieved an agreed-upon level of attainment on state approved applied learning assessment in the reporting year. | Adult vocational training programs are focused on technical skill attainment. For this reason, agreement was made to use course completion as the measure of technical skill attainment. | <p>All students who have been enrolled in VTA programs in the reporting year are included in the denominator. Students who have successfully completed their programs in the reporting year are reported in the numerator.</p> <p>The figures reported are for school year 1998-1999.</p> | $\frac{1074}{1909} = 54.84\%$ | 55.84 % |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|---|---|--|----------------------------------|--|
| 1A2 | Denominator: Number of adult vocational training concentrators who have been enrolled in VTA programs in the reporting year. | In school year 2000-2001, an applied learning assessment will be administered to VTA program participants, and results will be collected at the local level. These results will be reported by student on a state administered data collection form. This practice will commence in school year 2000-2001. | | | |
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 2A1 | Numerator: Number of adult vocational training concentrators who were enrolled in and completed program requirements and who received a certificate in the reporting year. Denominator: Number of adult vocational training concentrators who were enrolled in VTA programs in the reporting year. | The goal for adult vocational training is for students to earn a certificate for the program in which they are enrolled. Course completion is dependent upon meeting course requirements. At the end of each reporting year, VTA program directors will report total number of students in programs and completers of each program. Individual student's records will be kept on the local level with aggregate data reported to the state. | Compare all students who received a certificate in the reporting year to all students who were enrolled in programs in the reporting year. Data is for school year 1998-1999. | $\frac{464}{1909} = 24.30\%$ | 25.30 % |
| 3A1 | Numerator: Number of adult vocational training completers who, in the reporting year, were placed in employment, advanced training, or military service. Denominator: Number of adult vocational training completers who were enrolled in VTA programs in the reporting year. | The VTA program director will identify those students who have completed programs. A postsecondary-completion survey will be conducted in order to determine the number of graduates who are employed, enrolled in further education, or in military service. | Compare the number of completers to the number of students placed in employment, further education and / or the military. The data reported is for school year 1998-1999. | $\frac{749}{1909} = 39.23\%$ | 40.23 % |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------------|--|---|---|----------------------------------|--|
| 3A2 | Numerator: WAIVED RY 2000 Denominator: | WAIVED RY 2000 | WAIVED RY 2000 | WAIVED RY 2000 | WAIVED RY 2000 |
| Core Indicator | Measurement Definition | Measurement Approach | Method and Years for Estimating Baseline | Final Agreed-Upon Baseline Level | Final Agreed-Upon Performance Levels for 2000-2001 |
| 4A1 | Numerator: Number of students in underrepresented gender groups who were enrolled in each of the nontraditional adult vocational training programs in the reporting year. Denominator: : Number of students who were enrolled in each of the nontraditional adult vocational training programs in the reporting year. | The state will identify programs determined to be nontraditional based on occupational data from the 1998 Household Data Census cross-walked with adult vocational training courses. Nontraditional programs will be those occupational areas in which underrepresented groups comprise less than 25% of employment. VTA program directors will keep individual records of student enrollment for each program, and will report enrollment by gender to the state for the reporting year. The state will designate the nontraditional program and identify the nontraditional enrollment. This practice will commence in school year 2000-2001. | Compare the number of students in underrepresented groups who participated in a nontraditional program in the reporting year to the number of students who participated in a nontraditional program in the reporting year. Data reported is for school year 1998-1999. | $\frac{114}{791} = 14.41\%$ | 14.91 % |
| 4A2 | Numerator: Number of students in underrepresented gender groups who completed each of the nontraditional adult vocational training programs in the reporting year. | VTA program directors will keep individual records of student completion for each program, and will report program completion by gender to the state for the reporting year. The state will | Compare the number of students in underrepresented groups who completed nontraditional programs in the reporting year to the number of students who completed nontraditional programs in the reporting year. Data reported is for school year 1998-1999. | $\frac{141}{791} = 17.82\%$ | 18.32 % |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|----------|--|--|----------|----------|----------|
| | Denominator: Number of students who completed each of the nontraditional adult vocational training programs in the reporting year. | designate the nontraditional program and identify the nontraditional enrollment. This practice will commence in school year 2000-2001. | | | |

SCHOOL-BASED COORDINATOR Sample Job Description

The job description below constitutes the state's minimum criteria that must be met for a person occupying a school-based coordinator position funded under Perkins III dollars. These criteria are those that the state considers of preeminent importance for the expenditure of Perkins dollars. Regions may add additional requirements beyond those stated here but should do so in a judicious manner since the state's compelling interests are paramount in meeting its overall Perkins objectives.

The two principal tasks of a School-Based Coordinator are to:

1. strengthen academic performance by improving student vocational/technical skills through working with school professional staff. The skills in question are those mentioned in the SCANS report and the state's Common Core of Learning.
2. Provide students and professional staff with experience in and understanding of Rhode Island's industries through collaboration with business and industry partnerships and career clusters. (An example would be working extensively with a math department at a high school to overhaul their curriculum and instructional practices related to probability and statistics drawing upon industrial applications such as statistical process control and other TQM processes that involve probability and statistics.)

Annually, all school-based coordinators will be required to submit reports of their activities related specifically to the above two tasks. They will also be required to attend one coordination meeting per month for all SBCs.

Schools and districts are reminded that no SBC can be utilized to fulfill a regular school or district function. These activities are in violation of Perkins permissible uses of funds because they are supplanting activities. Examples include, but are not limited to:

1. Completing purchase orders, maintaining inventories, and other matters associated with school business functions (SBCs can recommend the purchase of particular materials but should not be involved in the actual purchase process.)
2. Serving as a substitute teacher for a whole day or a single period (sub coverage must be provided through regular district mechanisms not through the use of SBCs' time)
3. Providing routine maintenance to equipment

Perkins Performance – Terms and Definitions

All of the terms included in this document pertain to career and technical education programs and students.

Academic course completion - state defined performance benchmark (e.g., grade, certificate) in designated academic courses including integrated academic/vocational courses.

Academic skills requirements –

Secondary: students who have met or exceeded the standard on state administered mathematics, English language arts, and writing assessments.

Post-secondary: the number of matriculated students who have completed the program is being used as the assessment for academic skill attainment.

Adult: the number of adult vocational training students who have completed the program is being used as an indicator of academic achievement.

Academic content standards – describe what students should know, understand, and be able to do in a specific content area such as English language arts or mathematics.

Academy model - Academies are high school based “schools-within-schools.” They incorporate a number of innovative features including a close family-like atmosphere, extensive integration of academic and career-related curricula, close working relationships with employers and organized internship placements.

Accountability – the school, district and state responsibility to ensure the academic success of all students. It is used in conjunction with indicators which measure school and student progress towards learning goals, high graduation rates, etc., and includes the on-going reporting of progress.

Actual levels of performance – the aggregate of performance levels from state collected data used to determine baseline level of performance.

Adjusted levels of performance – levels of performance negotiated between the state and the US Department of Education for specific period of time which the state agrees to meet.

Administrative record exchanges / matching of administrative records - student records, UI wage records, U.S. Department of Defense records. This system is based on use of student identifiers.

Adult career and technical education – a non-credit certificate bearing vocational training course or program comprised of a series of courses for adults.

Adult vocational training completer - an adult student who has completed a non-credit vocational training course or series of courses and is eligible for a certificate.

Adult vocational training concentrator - an adult student who has enrolled in a non-credit vocational training course or series of courses leading to a certificate.

Adult vocational training participant - an adult student who has enrolled in a non-credit vocational training course.

Alignment to program-defined standards – assessment and completion measures are aligned to program-defined and industry-validated skill standards as well as program-defined academic standards – both content and performance standards.

Alignment to program standards – academic attainment measures and assessments are aligned to program academic content and performance standards.

Alignment to industry standards – attainment measures and assessment systems are aligned to state-approved, industry-validated skill standards – both content and performance standards.

Alignment to state academic standards – attainment measures and assessment systems are aligned to state academic content and performance standards.

All aspects of an industry – The term “all aspects of an industry” means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.

All Kids – Every child and young person can and must learn.

Alternative assessments – Techniques that have not traditionally been used to assess student knowledge used to assess student knowledge and understanding. May also refer to techniques used by districts to assess the achievement of a small number of students for whom state assessments are not appropriate.

Applied learning standards - Standards and include problem solving, communication tools and techniques, information tools and techniques, learning and self-management tools and techniques, and tools and techniques for working with others (New Standards).

Apprenticeship – relationship between an employer and an employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Apprenticeship (registered) – those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship Agencies or Councils approved by BAT.

Attainment of vocational skills – evidence that a student has demonstrated competency on an industry validated skill set.

Assessment – A wide range of techniques such as performances, questionnaires, observations, tests, etc., used to measure and understand student accomplishments. These processes may be used to judge the quality and range of student achievement, and they may also provide feedback for improving instructional practice and educational program design.

Authentic assessments – Alternatives to conventional, multiple-choice, and true-false testing that both mirror and measure how well students use knowledge, skills and competencies to solve real-world tasks and problems. Examples include exhibitions, performance, written or oral responses, journals and portfolios.

Benchmarking – continuous process of measuring products, services, and practices against strong competitors or recognized leaders. An on-going activity intended to improve performance; it can be applied to all facets of operations; it requires a measurement mechanism so that the performance “gap” can be identified; and it focuses on comparing best practices among enterprises that may or may not be alike.

Business partnerships – Varied kinds of support between schools and the private sector, for example, partnerships, collaborations, mentoring, shadowing, donation of materials and equipment, which leads to increased success for all students.

Career – the totality of work – paid and unpaid – one does in one’s life-time.

Career academy – typically a school within a school that offers students academic programs organized around broad career themes. Often integrating classroom instruction with work-based learning, academies try to equip students with the necessary skills for both workforce entry and post-secondary admission. Curricula are often planned with the assistance of business partners who suggest program structure, provide classroom speakers, host school field trips, and provide mentors for individual students. Students may be placed in jobs related to their field of study in the summer, and may spend some part of their senior year participating in a work experience program.

Career and technical education - a sequence of courses designed to prepare students for an occupation (e.g., nurse’s aide, carpentry) or a cluster of courses in an occupational area (e.g., health care, construction) that typically requires education below the baccalaureate level.

Career and technical education course – state approved course including integrated academic / vocational courses.

Career and technical education program approval - procedures and policies for approving career and technical education programs.

Career and technical education program completion - completion of career and technical education program when program completion represents attainment of career and technical education standards.

Career and technical education program course requirements - completion of the career and technical education sequence of courses. A career and technical education sequence of courses addresses academic, career development, and personal/social development and encompasses academic standards, workplace readiness competencies, and technical skills. These programs provide individuals with the academic and technical knowledge/skills/proficiencies to prepare them for employment and/or further/advanced education.

Career areas - broad and flexible subdivisions of a career cluster specific enough to provide real life occupational contexts.

Career awareness – activities, usually beginning at the elementary level, designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race, or ethnicity. Career awareness activities range from limited exposure to the world of work to comprehensive exposure. Comprehensive exposure may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle level.

Career clusters - occupational frameworks for organizing careers driven by industry, and based on common essential knowledge and skills. The Rhode Island Department of Education recognizes the 16 career clusters promulgated by the U.S. Department of Education: Agriculture and Natural Resources, Arts, Audio Video Technology, and Communications, Business and Administrative Services, Construction, Education & Training Services, Financial Services, Health Services, Hospitality and Tourism, Human Services, Information Technology Services, Legal and Protective Services, Manufacturing Retail / Wholesale Sales and Services, Public Administration/Government Services, Scientific Research, Engineering, and Technical Services, Transportation, Distribution and Logistics Services.

Career education – an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living.

Career exploration – generally beginning at the middle level, career exploration is designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers, writing individual learning plans that dovetail with career majors offered at the high school level, or review of local labor market information.

Career exposure – activities at the high school level that provide actual work experience connecting classroom learning to work.

Career guidance and academic counseling – the term ‘career guidance and academic counseling’ means providing access to information regarding career awareness and planning counseling with respect to career options, financial aid, and postsecondary options.

Career major (career pathway) – a coherent sequence of courses or field of study that prepares students for a first job and that

- A. Integrates academic and occupational learning, integrates school-based and work-based learning, and established linkages between secondary schools and post-secondary institutions;
- B. Prepares the student for employment in a broad occupational cluster or industry sector;
- C. Typically includes at least two years of secondary education and at least one or two years of post-secondary;
- D. Provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter;
- E. Results in the award of a high school diploma or its equivalent; a certificate or diploma recognizing successful completion of one or two years of post-secondary education (if appropriate); and a skill certificate; and
- F. May lead to further education and training, such as entry into a registered apprenticeship program, or to admission to a two or four year college or university.

Career map - written plan of study that helps students select a coherent sequence of secondary (and where appropriate, post-secondary) courses and experiences to prepare them for college entry or work in a selected career cluster area.

Career roles - most specific level within career clusters identified by classification of instructional program (CIP) codes and titles.

Census – annual survey taken of students in career and technical education to determine characteristics population served.

Certificate of Advanced Mastery (CAM) – Certification of student work at an advanced level following the CIM and applies and extends the skills and knowledge of the CIM six areas: Arts and Communications, Business and Management, health Services, Human Resources, Industrial and Engineering Systems, natural Resource Systems. Students' work is based on a written plan that focuses on the attainment of those skills and knowledge that prepare students for further education and the workplace.

Certificate of Initial Mastery (CIM) – A certificate of student accomplishment which takes place when performance is demonstrated, generally at or about grade 10 or age 16 rather than after a predetermined number of years has been spent in school. Represents demonstrated knowledge and skills agreed upon by educators, families, business, community and higher education representatives; reflects a standard of quality that is competitive throughout the world and demonstrated through real performance, recorded and documented either directly or as close to representing the real performance possible. The goal is for all children to acquire these knowledge and skills eventually. A combination of traditional tests performance measures, collections of student work over time, and projects or exhibitions will create a portfolio of performance that will provide first hand evidence of awarding the certificate.

CIP code - six digit numbers assigned to program titles in the Classification of Instructional Programs (CIP-2000). A field review draft can be viewed at the following <http://nces.ed.gov/npec/fieldreview.html>

Common core - statements of the knowledge, skills and competencies that all learners should attain. Broad foundation statements that embody what learners should know and be able to do to meet the opportunities and challenges of the 21st century,

Community involvement – all members of the community combining their efforts to build family school community partnerships that improve schools and performance for all children.

Community service-learning - Service-learning is an instructional reform strategy which actively involves youth in the academic program through service to their communities. Service-learning is a method whereby students learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community;
- is coordinated with a secondary school and with the community;
- helps foster civic responsibility;
- is integrated into and enhances the academic curriculum of the students; and
- includes structured time for the students to reflect on the service experience as a part of their career development exposure.

Completer - student who attained academic, workplace readiness/applied learning and technical knowledge, skills, and/or proficiencies (certification) within a program/sequence of courses designed to prepare the individual for employment and/or further education.

Content standards – Content standards describe what students need to know, understand and be able to do in a specific content area such as, English language arts or mathematics. (Content standards can be drawn from many sources including the Rhode Island Frameworks, etc.)

Contextual teaching and learning – teaching and learning that occurs in close relationship with actual experience. Contextual teaching learning enables students to test academic theories via tangible, real-world

applications. Stressing the development of “authentic” problem-solving skills, contextual learning is designed to blend teaching methods, content, situation, and timing.

Cooperative Education - The cooperative education program is a supervised, coordinated and accredited program where accepted students gain realistic employment experience in an occupational field related to specific career goals studies. It is an extension of the school program and, therefore, is considered a course offering in the same manner as any subject in the daily class schedule of the student. Each student must be enrolled in the high school insurance program.

Criteria – Description of the most important features of a learning goals, content standards or opportunity-to-learn standard that can be used to judge what students know and are able to do; for example, with regard to student work, the most important aspects of a product or performance criteria provide a basis for evaluating student work.

Curriculum development - Any activity that involves a review, revision, modification or development of curricula that incorporates application and relevance to the content and ties the content to real world contexts.

Curriculum framework – a guide for districts, schools, institutions of higher education, teachers, administrators, and state officials to use in planning, supporting, implementing, and evaluating programs. It identifies the important concepts, principles, and content for a respective subject matter area(s) and also provide suggestions about how this subject matter can best be taught in the light of research and professional craft knowledge. It is not a detailed curriculum, i.e., it does not answer the question, “What do I do with my students on Monday?” Schools and teachers may use a wide array of curriculum materials, instructional strategies, and assessment techniques to enable students to gain the understandings, insights, and skills that the framework discusses.

Curriculum standard – A term that is often used to describe a content standard. Curriculum standards identify what students should know and be able to do at different grade levels in the various subject areas.

Days per week – used in the annual career and technical education census. Five is the maximum number of days per week that can be reported.

Denominator - total number of students in the universe of students defined in the Perkins state plan is the denominator of the fraction to be used to determine actual level of program performance for each indicator/population.

Disability – The 1990 Americans with Disabilities Act defines individuals with disabilities as including any individual who: (1) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (2) has a record of an impairment described in paragraph (1); or (3) is regarded as having an impairment described in paragraph (1). This definition includes any individual who has been evaluated under Part B of the Individuals with Disabilities Education Act and determined to be an individual with a disability who is in need of special education and related services; and any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973. At the secondary level, counts of disabled students are typically based on whether a student has an Individualized Education Plan (IEP). At the post-secondary level, counts of disabled students are typically based on student self-reports of disabling conditions.

Disabled - individual with a disability.

Displaced homemaker - an individual who:

- has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- has been dependent on the income of another family member but is no longer supported by that income; or
- is a parent whose youngest dependent child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq) not later than 2 years after the date on which the parent applies for assistance under this title; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment [sec. 3(13)].

Economically disadvantaged - individuals from economically disadvantaged families, including foster children [sec. (3)(23)].

Education standards – describe (1) expectations for what all students should know and be able to do; and (2) the conditions that enable students to achieve success. Education standards include content standards, performance standards, and opportunity-to-learn standards.

Eligible for subsidized lunch

- Eligible for free or reduced (price) lunch – Students whose family incomes fall below certain income (poverty or near-poverty) guidelines. This measure indicates the percent of students who were eligible for free or reduced-price lunches in November 1998.
- No eligible – Students whose family income falls outside that low-income guidelines as of November 1998.

Embedded academic assessment in vocational / integrated course / programs - performance benchmark on course or program assessments in integrated courses and programs.

Employability standards – (sometimes referred to as work-place-readiness standards) the more generic workplace skills and abilities that employers require in virtually all jobs and work settings.

Family involvement – family involvement in schools is related along four dimensions that include advocacy, education, shared decision-making, and support. These fundamental relationships between families and schools play an essential role in student success.

Framework – see curriculum framework.

Full participation (in state assessments) – the expectation of accountability for all students. One way to be accountable is to hold all students to the same standards, as measured by state assessments. Every student is expected to take the performance assessments in the State Assessment Program, with accommodations if needed to increase the validity of the testing.

FTE (Full time equivalent) – used in the annual career and technical education student census. One full time equivalent refers to a student who received services for 180 days.

High skill/high wage program – is characterized by an organization of activities which prepare students to become knowledge workers within high paying occupational areas. These high performance work organizations continually innovate and adapt to changes in markets, and constantly improve techniques and technologies.

Hours per day – used in the annual career and technical education census. 5.5 is the maximum number of hours per day which can be reported.

Individual with a Disability - an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 1210200)) [Sec. 3(14)]. The text referred to states:

Disability: The term “disability” means, with respect to an individual,

- (A) physical or mental impairment that substantially limits one or more of the major life activities of such individuals;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

Individual with limited English proficiency (LEP) - a secondary school student, adult, or out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and –

- (A). whose native language is other than English; or
- (B). who lives in a family or community environment in which a language other than English is the dominant language [sec. 3(13)].

Individuals with other barriers to educational achievement – includes those categories or groups of students identified in the state plan as “individuals with other barriers to educational achievement” defined by the state within the Perkins state plan [sec (23)]. Rhode Island does not have any additional categories.

Industry clusters – provide opportunities for linkage/collaboration with various economic and workforce development initiatives, systems, agencies, and activities within the state. A board of directors from industry is responsible for the control, management, and ownership of each cluster. The clusters are positioned to enhance

development of “critical mass” and economies of scale. Rhode Island’s planned industry clusters include manufacturing, financial services, marine trades, information technologies, hospitality and tourism, printing and graphic arts, health, retail services, construction, and general.

Initiation date – used in the annual career and technical education census. This date, within the school’s calendar year, indicates the time that career and technical education services to the student began. This date will change each year.

Integrated Curriculum – Integrated curriculum occurs when academic and occupational or career subject matter – normally offered in separate courses – are taught in a manner that emphasizes relationships among the disciplines. Integrated curriculum may take many forms, ranging from the simple introduction of academics into traditional occupational courses to comprehensive programs that organize all instruction around career major themes.

Internships:

1. Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students’ workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.
2. Teacher internships are work-site experiences of at least two weeks in duration for teachers. During this time, teachers may work at a particular job at the firm to learn specific skills, or rotate throughout the firm to learn all aspects of the industry in which they are employed. This may or may not include financial compensation.

Job shadowing - Job shadowing experiences provide students with structured opportunities to explore occupations as a “shadow” to someone in his/her daily work. These are meaningful experiences that provide an introduction to the world of work and the process of career exploration. Ultimately, job shadows help students make informed decisions about future career choices and what it takes to have and maintain a daily job.

A job shadow involves students spending approximately three hours at a business, non-profit organization or government agency. The student “shadows” one or more employees during the experience, developing an understanding of what adults do while they work.

Learning community – a community that results when all, (teachers, parents, administrators, students community partners) in the school community are lifelong learners, learning individually and together.

Learning objectives, performance measures & performance standards – Learning objectives, performance measures and performance standards can be developed for individuals as well as entire districts, schools, or programs. See separate entries for definitions of each of the terms. Educators sometimes develop performance measurement systems to assess student achievement, monitor school progress, and support programs improvement. The terms learning objectives, performance measures, and performance standards are used to define each part of the three-part process of establishing a performance measurement system. The process begins with identifying learning objectives for students or other program participants. After identifying these objectives, it is then necessary to decide how to measure their attainment. After developing appropriate performance measures, standards must then be set to represent the level of performance that is desired. The three terms are defined below:

1. Learning Objectives: Summarize the knowledge, skills, and abilities that students will be expected to achieve. A learning objective answers the question, “What do we want students to know, understand, or be able to do?”
2. Performance Measures: Describe how attainment of the learning objectives will be measured or assessed. Performance measures typically rely on standardized tests, performance assessments, surveys, or other methods of documenting and quantifying performance. A performance measure answers the question, “How will we measure attainment of the learning objectives?”
3. Performance Standards: Set the level of knowledge or skill mastery that students or schools will be expected to attain. Performance standards define the minimum acceptable level of achievement or the performance measures of each learning objective. A performance standard answers the question, “How much is enough?”

Leaver – a concentrator who has left an institution due to program completion, making a lateral transfer, or stopping out.

Lifelong learner – A disposition and ability to change in response to new demands or information one encounters throughout life. This concept is based on the understanding that schools cannot provide students with all they need to learn; rather, schools must prepare students for continuous learning.

Limited-English Proficiency – The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: (a) the student was born outside of the United States or whose native language is not English; (b) the student comes from an environment where a language other than English is dominant; or (c) the student is American Indian or Alaskan native and comes from an environment where a language other than English has a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in English-only classrooms.

Local Educational Agency – A local educational agency (LEA) is a local level administrative unit that exists primarily to operate public schools or to contract for public school services. Its synonyms include “school district” and “local basic administrative unit.”

Locally approved local standards and assessment systems - performance benchmarks on locally-approved assessment systems based on local standards.

Location code - code number for location of school, center, or program, assigned by the state.

Mentoring - Mentoring opportunities provide students with an opportunity to receive support, guidance and career advice from people who “have made it” in the community and who can help them gain a foothold in the “system”. Mentors are recruited from the business community to (1) provide advice, practical assistance and encouragement (2) help a student make career and education decisions, (3) encourage students to pursue postsecondary education, (4) provide students with first-hand knowledge of the world of work in a specific area. Students and parents sign a mentor authorization form before the mentoring relationship begins. Mentors may meet with students at the high school or the mentor’s place of business during the school day. Other mentoring activities may include Saturday activities, sports activities, business functions, etc.

Mentors:

1. A School Site Mentor is defined as, “a professional employed at a school who is designated as the advocate for a particular student, and who works in consultation with classroom teachers, counselors, related service personnel, and the employer of the student to design and monitor the progress of the student.”
2. A Workplace Mentor is defined as, an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student.”

National Skill Standards Board – Established under Title V of the *Goals 2000: Educate America Act*, the National Skill Standards Board serves as a catalyst to stimulate the development and adoption of a voluntary national system of skill standards, assessment, and certification of attainment criteria.

National standardized academic assessments– state defined performance benchmarks on national standardized assessments.

National / state standards and assessment system - performance benchmarks on national or state standards and assessment systems using national or state developed and standardized assessment instruments and assessment administration procedures (including licensing / certification examinations).

National / state standards and state-approved local assessment systems - performance benchmarks on local assessment systems that have been approved by national or state organizations based on national or state standards.

Nontraditional occupations - occupations and jobs in which individuals of either sex make up 25 percent or less of the total number of workers. National and state employment statistics were used to identify Rhode Island’s nontraditional occupations.

Nontraditional programs – programs and services that prepare individuals for nontraditional employment and individual training.

Nontraditional student – an individual of either sex who is participating in a nontraditional program.

Nontraditional training – programs and services which prepare individuals of either sex, who represent 25% or less of the total number of workers, for employment in occupations, fields of work, and/or careers in computer science, technology, and other emerging high skill occupations.

Numerator – the number of students defined in the Perkins state plan is the numerator of the fraction to be used to determine the actual level of program performance for each indicator/population.

Occupational cluster – a grouping of occupations from one or more industries that share common skill requirements. Occupational clusters form the basis for developing national skill standards, organizing instruction in all aspects of an industry, establishing career academies, and creating career pathways or majors.

Occupational program - a sequence of courses designed to prepare students for an occupation (e.g., nurse's aide) that typically requires education below the baccalaureate level.

On-the-job training – hands-on training in specific occupational skills that students receive as part of their workplace experiences.

Opportunity-to-learn standards – The conditions in schools (what schools and teachers must provide in programs and instruction) that enable all students to have a fair opportunity to achieve the knowledge, skills, and understandings set out in the content standards. They address such areas as curriculum, instruction, assessment, technology and other resources, a safe environment, and professional development.

Participant - student who enrolled in at least one career and technical education course.

Performance standard – An agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work; for example, a benchmark of student work might be a collection of student writing which typifies acceptable writing abilities at a particular grade level. Student work is collected through performance assessments. Standards are characterized by high expectations of what is acceptable for all learners. Performance standards tell how good is good enough, that is how well a student has to perform to achieve or exceed the standard. Rubrics or scoring guides describe varying levels of student performance.

Placement – refers to activity of student within six months of program completion; i.e., enrolled in post-secondary program, participating in advanced training; employed, employed in occupation related to training, employed in unrelated occupation, in the military.

Portfolio – a collection of work that documents a student's educational performance over time. A portfolio typically includes a range of materials (e.g., reports, photographs) selected by the student and may include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Portfolios may be used for a variety of purposes, including: increasing student learning opportunities; helping students demonstrate a wide variety of skills; assisting students in recognizing their own academic growth; and teaching students to take greater responsibility for their own learning and development.

Post-secondary career and technical education - a credit bearing certificate or associate's degree level career and technical education program designed to prepare students for an occupation that typically requires education below the baccalaureate level.

Post-secondary completer – student who has completed program requirements for either the associate's degree or credit bearing certificate career and technical education program.

Post-secondary concentrator – student who has matriculated into a credit bearing certificate or associate's degree level career and technical education program.

Post-secondary educational institution – a school that provides formal instructional programs within a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalency certificate. Academic, vocational and continuing professional education programs are included.

Post-secondary program completion – completion of post-secondary programs (when graduation or completion is the same as attaining state or program-defined standards).

Pre-Apprenticeship – Pre-apprenticeship programs are available to students in the 11th year of high school. These programs are designed to meet the requirements of a Work Experience and Career Exploration program (WECEP) and are considered an extension of the high school program. WECEP programs must be administered by a school under the authority of the State Educational Agency and with approval of the Age and Hour Division Administrator or the U.S. Department of Labor.

Professional development – a system of continuous growth and learning which builds the capacity of a school community to respond to the needs of all learners.

Proficiency credential - a technical skill endorsement which verifies that a student has achieved the standard or achieved the standard with honors on an industry validated, reliable and valid assessment instrument.

Program entry date – program date student enrolled in the program. This date may be repeated from year to year until the student leaves or completes the program.

Program exit date – program date that the student either completed or left the program.

Program level - refers to population being served: secondary, post-secondary, adult.

Race and ethnicity - For purposes of this report, the following categories and definitions are based on the “Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity promulgated by the Office of Management and Budget on October 30, 1997 (Federal Register, 62 FR 58781-8790). These categories are the minimum set for data on race and ethnicity for statistics reporting by all Federal Agencies.

American Indian/Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Black or African American: A person having origins in any of the black racial groups in Africa. Terms such as “Haitian” or “Negro” can be used in addition to Black or African American.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

White: A person having origins in any of the original peoples of Europe, the Middle East and/or North East.

Reliability of attainment measurement - attainment is measured using reliable assessment instruments, administered consistently, in assessment systems.

Reliability of completion measurement – based on consistent definitions of state requirements, reported using standardized methods for calculation.

Reliability of placement measurement – placement measurement reports placement data based on consistent surveys, forms, or administrative records and consistent measurement procedures.

Retention – refers to continued placement of students one year after initial placement. Retention activities include: enrolled in post-secondary program, participating in advanced training, employed, employed in occupation related to training, employed in unrelated occupation, and in the military.

RIDE's Career Clusters:

- Agriculture and Natural Resources
- Arts, Audio Video Technology, and Communications
- Business and Administrative Services
- Construction
- Education & Training Services
- Financial Services

Health Services
Hospitality and Tourism
Human Services
Information Technology Services
Legal and Protective Services
Manufacturing Retail / Wholesale Sales and Services
Public Administration/Government Services
Scientific Research, Engineering, and Technical Services
Transportation, Distribution and Logistics Services

Rubric – a set of guidelines used to assign score points, of scores, to student work by providing descriptions and criteria for different levels of performance. A rubric for score points from 0 to 4, for example, would include various levels of the major criteria or dimensions to be achieved.

SCANS (Secretary's Commission on Achieving Necessary Skills) – this commission was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The commission was directed to: (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes.

The Commission identified five *competencies* and three *foundations* (i.e., skills and qualities that underlie competencies).

- **SCANS Competencies** - skills necessary for workplace success. The commission determined that effective workers can productively use:
 - *Resources* – allocating time, money, materials, space, and staff;
 - *Interpersonal Skills* – working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;
 - *Information* – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
 - *Systems* – understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
 - *Technology* – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.
- **SCANS Foundations** - skills and qualities that underlie competencies. The commission determined that competence requires:
 - *Basic Skills* – reading, writing, arithmetic and mathematics, speaking, and listening;
 - *Thinking Skills* – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
 - *Personal Qualities* – individual responsibility, self-esteem, sociability, self-management, and integrity.

School-based enterprises - An organized instructional program where students produce goods or services for sale or use by the school community. School-based enterprises replicate the world of work/business and integrate academic instruction with workplace skill development.

School improvement – making changes in such areas as the school organization, allocation of resources, scheduling, staffing, curriculum, instruction, assessment, governance, and staff development that will improve the quality of student learning and the level of student achievement.

School-sponsored enterprise – an enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises typically involve students in the management of a project that may involve the sale of goods for use by others.

School-to-work – An integrated learning system for all young people that provides linkages between work-based and school-based learning and families, that begins with pre-kindergarten, bridges high school and postsecondary schooling, and results in both academic credentials and certification of work skill competencies for successful transition into the workplace.

Scope of academic attainment measure – attainment measures address all of the core academic content areas – language arts, mathematics – addressed in state academic standards and assessed in state assessment systems.

Scope of attainment measurement – attainment measurement addresses the academic content areas addressed in program academic standards.

Scope of completion measurement – completion measurement is based on clear and consistent credentialing and program stopping criteria (e.g., time interval with no additional course enrollment for defining leavers) and is based on consistent measurement and reporting procedures.

Scope of technical skill attainment measure – attainment measures provide a sufficient coverage of a state-established, industry-validated skill set addressed in industry skill standards.

Score reports – report of student achievement which provide information in understandable forms to students and their families. This information is also compiled in ways that are useful to teachers, schools, districts and the state as they work to improve education. Reports are designed to present information about the attainment of student learning goals and content standards and address the particular issues and concerns of the various audiences.

Secondary career and technical education – at the secondary level, career and technical education students are those 7th through 12th grade students who have enrolled in courses or programs in any of the career families, career areas, or career roles including exploratory courses that fall within the definition of a career major or career pathway. The term ‘vocational and technical education’ means organized educational activities that: “(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s or doctoral degree) in current or emerging employment sectors; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.” Secondary career and technical education also includes programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers (tech prep).

Secondary completer - a student who has completed course requirements for secondary career and technical education.

Secondary concentrator – high school student who enrolled in and completed at least two sequential, semester-long career and technical education courses in either a state recognized career and technical education program or a sequence of recognized courses.

Secondary school – a school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Service learning – an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service-learning activities vary by educational purpose, most programs balance students’ need to learn with recipients’ need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed

Single parent – unwed parent; includes single pregnant women

Skill certificate – a portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of content and performance standards related to an occupational cluster area. Serving as a signal of skill mastery at industry-benchmarked levels, skill certificates may assist students in finding work within their community, state, or elsewhere in the nation. State developed skills standards used for certification purposes must be at least as challenging as standards ultimately endorsed by the National Skills Standards Board.

Skill competency – a concept, skill, or attitude that is essential to an occupation.

Skill standard – the knowledge and competencies required to perform successfully in the workplace. Standards are being developed along a skill continuum ranging from (1) general work readiness skills, and (2) core skills or knowledge for an industry, to (3) skills common to an occupational cluster, and (4) specific occupational skills. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers skills.

Skills Commission – a non-profit organization with a 12 member board consisting of representatives from business, labor, K12 education, higher education and government agencies, and operates with funds from state and federal grants. The staff are primarily loaned representatives from the Rhode Island Department of Education, the Rhode Island Federation of Teachers, the National Education Association/Rhode Island, and an office manager. To date, 15 school districts have agreed to work together to create a Certificate of Initial Mastery (CIM) and to plan within their school districts for the changes necessary to implement it.

Special needs – students with disabilities who receive special education and related services (students with IEPs), and students with disabilities who receive reasonable accommodations in accordance with the Rehabilitation Act (students with section 504 plans).

Special populations – individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women) displaced homemakers and individuals with other barriers to educational achievement including individuals with limited-English proficiency.

Standards – A commonly understood and agreed upon body of knowledge and skills that will enable students to become life-long learners, productive workers, and responsible citizens.

State academic assessment system – state defined performance benchmarks on state developed academic assessment systems used in state educational accountability systems.

State approved local standards and assessment systems - performance benchmarks on state-approved local assessment systems based on state-approved local standards.

State defined threshold level –

Secondary: two sequential, semester long courses within a program, sequence of courses, or instructional units that provide an individual with the academic and technical knowledge, skills, and proficiencies to prepare the individual for employment and/or further advanced education.

Postsecondary: matriculation into a credit bearing certificate or associate's degree level career and technical education program.

Adult: enrollment in a non-credit, certificate bearing vocational training course.

State educational agency – the officer or agency primarily responsible for the state supervision of public elementary and secondary schools.

Structured field studies - Opportunities that provide groups of students visits and tours to several businesses during the course of a school year as part of the structure field study program. Prior to each visit, preparatory activities take place in the classroom. Students gather information about the company that they are going to visit regarding the nature of the business, types of employment, number of employees, etc. Students prepare a series of questions to be answered as a result of the field study. Post activities include maintaining a journal describing each visit and presentations to other students and parents at the end of the school year.

Student categories:

Concentrator: A student who has met the state-defined threshold.

Leaver: A concentrator who has left an institution for one of the following reasons:

- Completion – successfully met objective
- Lateral Transfer – moved to another institution to continue efforts to become a completer.
- Stop Out – left the institution, did not do a lateral transfer, and has not been identified as meeting his/her objective or has exceeded the state defined limit for time to become a completer.

Completer: A student who has successfully completed program requirements.

Continuing: Concentrator still working to complete objectives at an institution.

Participant: Student enrolled in state-defined course/units/hours.

Support services – the term “support services” means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Tech prep – recognized programs that offer at least four years of sequential course work at the secondary and post-secondary levels to prepare students for technical careers. Programs typically begin in eleventh grade and, through formal articulation agreements, result in an award of an associate's degree or certificate after two years of post-secondary training. Other tech prep combinations are also available, depending on local consortium arrangements. Tech prep is designed to build student competency in academic subjects and to provide broad technical preparation in a career area. Course work integrates academic and vocational subject matter and may provide opportunities for dual enrollment in academic and vocational courses at secondary and post-secondary institutions.

Tech prep completer – has participated in both the secondary and post-secondary portions of the recognized education plan and has received an appropriate post-secondary 2-year certificate, degree, or apprenticeship license.

Tech prep program components:

1. Articulation between secondary and post-secondary education leading to an associate's degree.
2. Integration of academic and vocational curriculum with a common core of required proficiency in mathematics, science, communications, and technology.
3. Professional development in contextual learning and applied academics.
4. Career counseling for students that opens doors to further education or placement in suitable employment.

Tech prep program participant – is taking courses that are part of a recognized tech prep program but indicates no intent to complete the plan; will not complete a significant portion of the plan; or is interested in obtaining a post-secondary 2-year certificate, degree, or apprenticeship license that is not part of the recognized tech-prep education program.

Tech prep post-secondary student – a student who has participated in the secondary portion of a recognized tech prep program and is enrolled or matriculated in a post-secondary two-year certificate, degree, technical diploma, or apprenticeship program. The student may have transferred in college credit earned in the secondary school.

Tech prep secondary student – a student who has indicated an intent to pursue, and is enrolled in courses within a recognized tech prep program that consists, at a minimum, of two years of secondary and two years of post-secondary study; is carried out under a written articulation agreement; may allow the student to earn post-secondary credit while an secondary school; and leads to a specific post-secondary two-year certificate, degree, technical diploma, or apprenticeship.

Tech prep student – a student in any part of a sequence of recognized courses in an education plan that consists, at a minimum, of two years of secondary study and two years of postsecondary study which is carried out under a written articulation agreement which allows the students to earn postsecondary credit while still in secondary school, and leads to a specific postsecondary two year certificate degree or apprenticeship, or high-skilled employment. Consists, at a minimum, of two years of secondary and two years of postsecondary study; is carried out under a written articulation agreement; may allow the student to earn postsecondary credit while a secondary school; and leads to a specific postsecondary two-year certificate, degree, technical diploma, or apprenticeship.

Technical education – a program of vocational instruction that prepares individuals for positions, such as draftsman or lab technician, in different occupational areas requiring a range of skills and abilities. Technical education typically includes the study of the sciences and mathematics underlying a technology, as well as the methods, skills, materials commonly used, and the services performed in the technology.

Technical skill requirements - specific occupational content and performance competencies which are aligned to state-established, industry validated skills standards.

Technical standards – what students and workers need to know and be able to do in the specific jobs within individual industry settings, such as manufacturing, health care, retail and wholesale services, or financial services.

Termination date – used in the annual career and technical education census. The termination date is a date within the school's calendar year that career and technical education services to the student ended.

Thinking skills – Thinking skills are cognitive abilities used to organize, evaluate, and process information. According to the *SCANS Report for America 2000*, thinking skills may be disaggregated into six distinct categories that are found, to a varying extent, in many occupations.

1. Creative thinking – uses imagination freely, combines ideas or information in seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
2. Decision making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.
3. Problem solving – recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, devises and implements a plan of action to resolve it, evaluates and monitors progress, and revises plan as indicated by findings.
4. Seeing things in the mind's eye – organizes and processes symbols, graphs, objects or other information; for example, sees a building from a blueprint, a system's operation from schematics, or the flow of work activities from narrative descriptions.
5. Knowing how to learn – recognizes and uses learning techniques to apply and adapt new knowledge and skills in both families and changing situations and is aware of learning tools such as personal learning styles, and formal and informal learning strategies and information.
6. Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. Uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text, applies rules and principles to a new situation, or determines which conclusions are correct when given facts.

Vocational and technical education – The term ‘vocational and technical education’ means organized educational activities that: “(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's or doctoral degree) in current or emerging employment sectors; and (B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.”

Vocational and technical student organization – in general – The term “vocational and technical student organization” means an organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program.

Vocational education – As defined by the U.S. Department of Education, vocational education consists of “organized educational programs, services, and activities that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career that does not require a baccalaureate or an advanced degree.” Secondary and post-secondary vocational course work is typically offered in three areas:

1. Family and consumer sciences – courses intended to prepare students for roles outside the paid labor market. Topics include child care, meal preparation, nutrition, and household management.
2. General labor market preparation courses that teach general employment skills without necessarily preparing students for paid employment in a specific field. Instruction includes introductory word processing, industrial arts courses, business education, work experience, and career exploration.
3. Specific labor market preparation – courses that teach skills and provide information required in a particular vocation. Areas of specific labor market preparation include: agriculture, business, marketing and distribution; health, occupational home economics (i.e., preparation for paid employment in the service sector), trade and industry, and technology and communication.

Vocational Training for Adults – a program designed to train unemployed and underemployed individuals for work that matches the state's business and industry needs.

Weeks per month – used in the annual career and technical education census. Five is the maximum number of weeks per month that can be reported.

Work-based learning – activities at the high school level that involve actual work experience or connect classroom learning to work. The least intensive level of exposure to work-based learning might occur in traditional work experience and vocational programs (including cooperative education, distributive education, or vocational courses) that do not offer work site experience. The next level of exposure may entail the integration of academic and vocational/occupational curricula, as in the case of tech prep programs, but would not include work site experience. At the highest level, there is full integration of academic and vocational/occupational curriculum with work site experience.

Youth Apprenticeship – typically a multi-year program that combines school- and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related post-secondary program, entry-level job, or registered apprenticeship program. Youth apprenticeship may or may not include financial compensation.

OVERVIEW FOR PROFESSIONAL DEVELOPMENT

In the past, professional development has been synonymous with people attending workshops in which experts tell them the latest ideas about teaching and learning. Currently, we think of professional development as a component of lifelong learning. This includes training programs with intensive follow-up and support as well as other experiences that individuals may select to enhance and develop their capacity to help all students achieve high standards.

At one time, professional development was viewed as something primarily for teachers. Today, however, we recognize the need for professional development for everyone who influences student learning from community members, parents, support staff, teachers, principals, central office administrators and school committees to members of the Department of Education; all of whom need to improve their knowledge and skills to support student learning.

We can no longer place the responsibility of professional development solely with the expert presenter. It is imperative that all members of the school community be involved in the planning, designing, implementing and evaluating of professional development. To meet the diverse needs of all learners a variety of professional development experiences is necessary.

RHODE ISLAND QUALITY STANDARDS FOR PROFESSIONAL DEVELOPMENT

FUNDAMENTAL PREMISES

Professional development is a system of continuous growth and learning that builds the capacity of the education community to respond to the needs of all learners. The primary purpose of professional development is school improvement as measured by the success of every student. All educators share the responsibility for both individual and organizational growth. Effective professional development is based on theory, research and proven practice.

Effective professional development must:

- ❖ View schools as communities of learners capable of and committed to measurable ongoing growth and development;
- ❖ Focus on teachers as central to student learning, yet include all members of the education/school community;
- ❖ Focus on, align with, and support a shared vision of an effective and responsive school;
- ❖ Reflect an emphasis on high standards, effective instruction and quality assessment for learners, decentralized decision-making, integrated social services, equity and diversity;
- ❖ Acknowledge and respond to the diversity of participants, as well as the students they serve;
- ❖ Promote growth and build capacity of individuals and organizations;
- ❖ Build collaborative, collegial and continuous learning.

STANDARDS

The Quality Standards for Professional Development are a guide to professional development to improve teaching and learning. School districts, schools, and other professional development providers use these standards to reflect upon professional development experiences in an effort to improve effectiveness. These standards address the process of planning, designing, implementing and evaluating professional development.

- ❖ Planning refers to what and how decisions are made in preparing Professional Development programming.
- ❖ Design and Implementation refers to the content of Professional Development programming, how it is organized, and how it is delivered.
- ❖ Evaluation refers to determinations of program effectiveness.

PROFESSIONAL DEVELOPMENT STANDARDS

PLANNING: What and how decisions are made in preparing Professional Development programming.

| STANDARD | INDICATORS (How we Measure Standards) | DOCUMENTATION (How the Indicator is being Addressed) |
|---|--|---|
| 1. Is consistent with district and school strategic plans and improvement goals. | 1.1 A professional development plan is part of a written school improvement plan (e.g. beliefs, mission, vision). 1.2 This professional development plan is linked to school improvement goals. (e.g. strategies, action plans, etc.). | |
| 2. Is based on periodic needs assessments, which focus on both organizational and individual needs and the relationship between them. | 2.1 Needs assessment(s) are conducted, and results are analyzed. 2.2 The school improvement plan provides for a process and timeline for needs assessment(s). | |
| 3. Creates opportunities for learners to participate in planning and decision-making. | 3.1 Learners are engaged in the design and implementation of professional development activities (e.g. who, and in what ways?) | |
| 4. Focuses on all participants who need to share knowledge and practice, fostering collaborations and partnerships. | 4.1 Activities include opportunities for thinking and working together. | |
| 5. Acknowledges the importance of new practices as well as existing effective practices. | 5.1 Needs assessment(s) include opportunities for pursuing new ideas and/or improving existing effective practices. | |
| 6. Clearly identifies goals and addresses anticipated results for adults and students in terms of these goals. | 6.1 Activities clearly state goals and anticipated results, and describe how results will be measured. | |

PROFESSIONAL DEVELOPMENT STANDARDS

DESIGN AND IMPLEMENTATION: The content of Professional Development programming, how it is organized, and how it is delivered.

| STANDARD | INDICATORS (How we Measure Standards) | DOCUMENTATION (How the Indicator is being Addressed) |
|--|--|---|
| 1. Incorporates various forms of professional development and acknowledges different approaches to learning. | 1.1 Activities include a variety of approaches, (e.g. individual learning, small group learning, reading, listening, problem-solving, hands-on learning, demonstrations, etc.). | |
| 2. Creates opportunities to learn, which will lead to the attainment of the goals and anticipated results. | 2.1 Activities are clearly linked to attainment of the goals and anticipated results. | |
| 3. Allows for implementation over time. | 3.1 Activity timelines provide multiple opportunities to learn. | |
| 4. Is based on valid research. | 4.1 Activities reflect appropriate research. | |
| 5. Varies group size and composition depending upon purpose and goals. | 5.1 Activities reflect purpose and rationale for the number and types of individuals involved. | |
| 6. Considers resources and sets priorities accordingly. | 6.1 Activities reflect priorities, given available resources. | |
| 7. Builds in support systems and follow-up activities to sustain change. | 7.1 Systemic commitment is evident through leadership and sustained administrative support. 7.2 Follow-up activities include resources and mechanisms which support implementation and continuous learning. | |

PROFESSIONAL DEVELOPMENT STANDARDS

EVALUATION: Determinations of the effectiveness of Professional Development programming.

| STANDARD | INDICATORS (How we Measure Standards) | DOCUMENTATION (How the Indicator is being Addressed) |
|--|--|---|
| 1. Measures effectiveness in terms of program design. | 1.1 Plans and activities are implemented as designed, measurement of results occurs, and results are analyzed for effectiveness. | |
| 2. Includes opportunities for self-assessment and assessment by peers and students. | 2.1 Plans and activities include a variety of assessments. (e.g. questionnaires; journals; discussions; peer observations, etc.) | |
| 3. Measures effectiveness in terms of district and school strategic plans and improvement goals. | 3.1 Plans and activities are aligned with and support the achievement of school and district improvement goals. | |
| 4. Measures effectiveness in terms of change in teacher practice and student performance. | 4.1 Plans and activities improve teacher practice. (e.g. teacher journals; portfolios; peer observation/coaching, modeling; case study, etc.) 4.2 Plans and activities improve student performance (e.g. student journals; portfolios; observations; performance assessments; attendance; behavior, etc.) | |

ACCOUNT TERM EXPENDITURES AND CODES

BUDGET DETAIL SERIES

SALARIES (Budget Detail Series 100)

110 Official/Administrative

- 111 Principals
- 112 Assistant Principals
- 113 Supervisors/Directors/Consultants
- 114 Other Official/Administrative

120 Professional Educational

- 121 Classroom Teachers
- 122 Other Educational Professionals/Substitute Teachers

130 Professional Other

- 131 School Nurses
- 132 Librarian/Media Specialist
- 133 Audio Visual Specialist
- 134 Homebound Radio-TV Specialists
- 135 Other School Media Specialists
- 136 Guidance Counselors
- 137 Other Psychological Staff
- 138 Attendance Officers
- 139 Other Professional Non-Educational

140 Technical

150 Office/Clerical

160 Crafts & Trades

170 Operatives

180 Laborers

190 Service Work

EMPLOYEE BENEFITS (Budget Detail Series 200)

210 Survivors Benefits

220 Certified Personnel Retirement

230 Non-certified Personnel Retirement

240 FICA

250 Blue Cross/Blue Shield

260 Major Medical

270 Rhode Island Group Health

280 Life Insurance

290 Other Fringe Benefits

PURCHASED SERVICES (Budget Detail Series 300)

310 Professional and Technical Services

320 Property Services

- 321 Public Utilities Services
- 322 Cleaning Services
- 323 Repairs and Maintenance Services
- 324 Property Insurance
- 325 Rentals
- 329 Other Property Services

330 Transportation Services

- 331 Pupil Transportation--Regular
- 332 Pupil Transportation--Special
- 333 Travel - Provide Breakdown
- 339 Other Transportation Services

340 Communication

350 Advertising

360 Printing and Binding

370 Tuition

- 371 Regular
- 372 Special Education
- 373 Vocational Education

390 Other Purchased Services

SUPPLIES AND MATERIALS (Budget Detail Series 400)

410 All Teaching Supplies and Materials

- 411 Fuel

420 Library Books

- 421 Public
- 422 Non-Public

430 Library Books

440 Periodicals

450 Inventory Adjustment

490 Other Supplies and Materials

CAPITAL OUTLAY (Budget Detail Series 500)

510 Land

520 Buildings

530 Improvements other than Buildings

540 Equipment

- 541 Laboratory Equipment
- 542 Other Equipment

550 Vehicles

- 551 School Buses
- 552 Other Vehicles

560 Library Books

590 Other Capital Outlay

OTHER OBJECTS (Budget Detail Series 600)

- 610 Redemption of Principal
- 620 Interest
- 630 Housing Authority Obligations
- 640 Fees and Dues
- 650 Insurance and Judgments
 - 651 Liability Insurance
 - 652 Fidelity Bond Premiums
 - 653 Judgments against the LEA
 - 659 Other Insurance and Judgments
- 690 Miscellaneous Objects